GAP iNTERDISCIPLINARITIES
A Global Journal of Interdisciplinary Studies
( ISSN – 2581-5628 )
Impact Factor: SJIF - 5.363, IIFS - 4.875
Globally peer-reviewed and open access journal.

# PERCEPTIONS OF STUDENTS ON THE USE OF AI IN ACCOUNTING AND FINANCE IN THE RECENT ERA IN ANAND DISTRICT.

**Dr. Sunil B. Trivedi**

Assistant Professor,
Accounting & Finance,BBA Programme,
Sardar Patel College of Administration & Management,
Sardar Patel Education Campus,
Bakrol – ANAND.
Mo: 9662368874 | sunilswastik89@gmail.com

***Abstract***

*The integration of Artificial Intelligence (AI) into accounting and finance is transforming traditional practices by automating processes and enhancing decision-making accuracy. This study examines students' perceptions of AI's role in these fields, analyzing differences based on gender and academic level (undergraduate vs. postgraduate). A structured survey was conducted among 100 students (50 male and 50 female; 50 undergraduate and 50 postgraduate) to assess their perspectives. Chi-Square tests revealed that neither gender (p = 0.183) nor academic level (p = 0.440) significantly influenced students' AI perceptions. The findings suggest that exposure to AI, rather than demographic factors, plays a crucial role in shaping opinions. These insights are valuable for educators and policymakers aiming to integrate AI effectively into finance education.*

***Keywords:*** *Artificial Intelligence, Accounting, Finance, Student Perception, Chi-Square Test, Education, Technology Adoption*

## 1. INTRODUCTION

Artificial Intelligence (AI) is revolutionizing industries worldwide, particularly in accounting and finance, where AI-driven tools such as machine learning algorithms, robotic process automation (RPA), and predictive analytics are enhancing efficiency, accuracy, and fraud detection (Brynjolfsson & McAfee, 2017). As AI continues to reshape these fields, it is essential to understand how students—future finance professionals—perceive its role.This study investigates students' perceptions of AI in accounting and finance, analyzing two demographic factors:

1. **Gender-based differences** in AI perception.
2. **Academic level differences (undergraduate vs. postgraduate students)** in AI perception.

By employing a **quantitative research approach** and **Chi-Square statistical tests**, the study seeks to determine whether these demographic factors significantly influence students' perspectives on AI.

## 2. REVIEW OF LITERATURE

### 2.1 AI's Role in Accounting and Finance

AI plays a critical role in modern financial systems, assisting with decision-making, risk assessment, and auditing (Davenport & Ronanki, 2018). Machine learning algorithms detect fraudulent transactions, while AI-powered forecasting tools improve investment strategies (Huang & Benyoucef, 2020). However, concerns persist about AI's ethical implications and potential job displacement (Ghasemi et al., 2022).

### 2.2 Students' Perception of AI in Finance

Research indicates that students' attitudes toward AI depend on factors such as awareness, education, and exposure to AI-based tools (Smith et al., 2020). Brown and Jones (2021) found that students with hands-on experience using AI in finance had a more positive perception, while those unfamiliar with such technologies expressed concerns about automation replacing human jobs.

### 2.3 Gender Differences in AI Perception

Studies suggest that men generally demonstrate greater receptiveness to AI adoption, while women often express concerns related to ethical risks and employment stability (Venkatesh et al., 2016). However, Li and Zhao (2022) found that increasing AI education among female students helped bridge the gender gap in perception.

### 2.4 Academic Level and AI Perception

GAP iNTERDISCIPLINARITIES
A Global Journal of Interdisciplinary Studies
( ISSN – 2581-5628 )
Impact Factor: SJIF - 5.363, IIFS - 4.875
Globally peer-reviewed and open access journal.

Ghasemi et al. (2022) found that postgraduate students tend to have a more positive view of AI due to their greater exposure to AI-driven financial technologies. However, Wang and Chen (2023) argue that, given equal AI training opportunities, undergraduate and postgraduate students exhibit similar perceptions, indicating that knowledge, rather than academic level, is the key determinant of AI acceptance.

**2.5 AI in Accounting Education**

Universities are integrating AI into accounting curricula to prepare students for technology-driven financial careers (Kokina & Davenport, 2021). AI-based tools, such as data analytics software and AI-powered auditing techniques, are becoming common in accounting education (Martínez & Fernandez, 2023). Zhao et al. (2022) found that students who receive AI training are more confident in AI applications and less concerned about job displacement.

**2.6 AI in Higher Education in Social Science**

In the recent era of technological advancement, use of AI tools and other applications increased and especially in higher education and for research purpose, the use of Artificial Intelligence and relevant tools are used as per study taken by Dr. Sunil B. Trivedi (2024).

**2.7 Roll and Wylie (2016)** highlight Henry Ford's quote, 'If I had asked people what they wanted; they would have said faster horses.' On the surface, it can be said colleges have become 'faster classes' that produce results in a shorter time. But, will these 'fast classes' continue to do so or require thinking differently in the 21st century? As we go towards the 22nd century, is it sufficient to provide skills, critical thinking, and met cognitionskills? Or should we configure new systems that have never been thought of before for the new age? What opportunities can artificial intelligence renders in higher education that will differentiate people from robots or smart vehicles and help humans keep their emotional and social aspects? Most probably soon, these topics will be the main agenda of policymakers and implementers in the field; actually, there are already discussions asking if AI can truly replace teachers or not.

**2.8 Manyika et al. (2017)** emphasize that good teachers will continue to exist in the future, teaching or coaching classes designed to boost students' effective intelligence, creativity, and communication. In fact, according to these compilers, developments in Artificial Intelligence (AI) and automation will actually make 'people more human.'

**2.9 Haseski (2019)** briefly states the results of these studies as under: the use of Artificial Intelligence (AI) in Higher Education (HE) will make learning more individual, provide effective learning experiences, enable students to discover their talents, improve their creativity and reduce teachers' workload. That being said, there are opposite ideas aswell. Transferring the roles of teachers to computers is seen as a danger in the studies on artificial intelligence. The use of anything should be strictly according to need and cleverly.

## 3. RESEARCH METHODOLOGY

**3.1Research Objectives:**

1. To check significant relationship between perception of students on use of AI in Accounting & Finance and Gender of them. (Gender v/s AI Perception)
2. To verify significant relationship between perception of students on use of AI in Accounting & Finance and Level of Academic. ( Academic Level v/s AI Perception)

**3.2 Research Design**

This study adopts a **quantitative research approach**, collecting primary data through a structured survey designed to assess students' perceptions of AI in accounting and finance.

**3.3 Data Collection**

- **Sample Size:** 100 students (50 male, 50 female; 50 undergraduate, 50 postgraduate).
- **Survey Instrument:** A close-ended questionnaire assessing AI perception, with response categories: **Positive, Neutral, Negative**.

**3.4 Hypotheses and Statistical Tests**

1. **$H_0$:** Gender of respondents does not significantly influence students' perception of AI.
   - **Chi-Square Test:** Gender vs. AI Perception
2. **$H_0$:** Academic level does not significantly influence students' perception of AI.
   - **Chi-Square Test:** Academic Level vs. AI Perception

## 4. DATA ANALYSIS AND RESULTS:

**4.1 Gender and AI Perception**

| Gender | Negative | Neutral | Positive |
|---|---|---|---|
| **Male** | 5 | 11 | 34 |
| **Female** | 7 | 18 | 25 |

- **Chi-Square ($\chi^2$):** 3.40
- **p-value:** 0.183

GAP iNTERDISCIPLINARITIES
A Global Journal of Interdisciplinary Studies
( ISSN – 2581-5628 )
Impact Factor: SJIF - 5.363, IIFS - 4.875
Globally peer-reviewed and open access journal.

**Interpretation:** Since the **p-value is greater than 0.05**, there is **no statistically significant relationship** between gender and AI perception.

**4.2 Academic Level and AI Perception**

| Academic Level | Negative | Neutral | Positive |
|---|---|---|---|
| **Undergraduate** | 9 | 14 | 27 |
| **Postgraduate** | 5 | 18 | 27 |

- **Chi-Square ($\chi^2$):** 1.64
- **p-value:** 0.440

**Interpretation:** Since the **p-value is greater than 0.05**, there is **no statistically significant relationship** between academic level and AI perception.

## 5. FINDINGS, CONCLUSION & RECOMMENDATIONS

**5.1 Findings:**

1. As per the hypothesis tested on the basis of Gender of respondents and AI Perception, it is found that there is no significantly relationship between them.
2. Since p-value is 0.183 and Chi-square is 3.40 in compare to Significance level 0.05, there is no statistically significant relationship between gender and AI perception as p-value is greater than 0.05.
3. As per the hypothesis tested on the basis of Academic Level of respondents and AI Perception, it is found that there is no significantly relationship between them.
4. Since p-value is 0.440 and Chi-square is 1.64 in compare to Significance level 0.05, there is no statistically significant relationship between gender and AI perception as p-value is greater than 0.05.
5. However, as per interviews taken and data gathered through Questionnaire, it is found that in compare to PG students, UG students make more use of AI tools in their daily assignments, projects and studies as well.
6. A majority of respondents (59%) indicated a positive outlook towards the use of AI in accounting and finance, suggesting that students are optimistic about AI's potential to improve efficiency, accuracy, and innovation in these fields.
7. The results of the Chi-Square test (p = 0.183) show no statistically significant relationship between gender and perception of AI. Both male and female students showed similar attitudes, indicating that acceptance of AI is not gender-biased.
8. The second hypothesis test (p = 0.440) found no significant relationship between students' academic level and their AI perception. This implies that exposure to AI tools and content, rather than the level of education, may play a more important role in shaping perceptions.
9. Although most students were positive, a noticeable portion (29%) remained neutral and about 12% held a negative view, reflecting concerns about AI replacing human roles and a lack of adequate exposure or understanding of how AI operates in accounting environments.
10. Literature and survey feedback suggest that students with **practical experience** or coursework related to AI had more favourable opinions. This supports the recommendation that **hands-on AI training** in accounting education can enhance confidence and reduce resistance.

**5.2 Conclusion**

This study concludes that neither **gender nor academic level significantly influences students' perception of AI** in accounting and finance. The findings suggest that exposure to AI and education is more critical in shaping student attitudes than demographic factors.

**5.3 Recommendations**

1. **Enhancing AI Education:** Universities should integrate AI-focused courses into finance curricula.
2. **AI Awareness Programs:** Educational institutions should address misconceptions about AI and its ethical implications.
3. **Practical AI Training:** Students should have hands-on experience with AI-driven accounting and finance tools.

## 6. REFERENCES

[1] Bhavin M. Badiyani (2023) "AI in Accounting Education" International Journal of Science and Research.
[2] Brynjolfsson, E., & McAfee, A. (2017). Machine, platform, crowd: Harnessing our digital future. W. W. Norton & Company.
[3] Davenport, T., & Ronanki, R. (2018). Artificial intelligence for the real world. Harvard Business Review, 96(1), 108-116.
[4] Begum (2019) "A Study on Impact of Artificial Intelligence in Accounting", Indian Accounting Journal.

[5] Edward P. K. Tsang (2019) "The Role of AI: Transforming the Landscape of Accounting and Finance" Mudra Journal of Finance and Accounting
[6] Ghasemi, M., Azar, A., & Zarei, B. (2022). The impact of AI on financial decision-making. International Journal of Finance and Economics, 27(3), 1250-1275.
[7] M. L. Vasita and Punam Chand (2024) "A Study on Use of Artificial Intelligence in Accounting and Finance" International Journal of Accounting & Finance.
[8] Kokina, J., & Davenport, T. H. (2021). The future of AI in accounting education. Accounting Horizons, 35(2), 23-39.
[9] Martínez, J., & Fernandez, C. (2023). AI-driven auditing: Opportunities and challenges. Journal of Accounting and Finance, 45(2), 75-92.
[10] Trivedi Sunil B. (2024) "Perceptions of Students & Teachers on use of AI in Higher Education: Perspectives & Challenges in Gujarat State", International Conference, SPEC-MBA
[11] William Zinkmund (2013), Business Research 9th Edition
[12] Zhao, L., Wang, Y., & Chen, H. (2022). AI education and student confidence in financial technology. Journal of Business and Technology, 10(4), 187-204.